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**ANALYSIS OF INDEPENDENT EDUCATIONAL ACTIVITY
OF A STUDENT IN THE PROCESS OF STUDYING AT A UNIVERSITY**

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Abstract

Modern education is constantly being transformed due to the changing needs of society. A modern specialist needs to continuously learn, improve himself and be realized throughout his life. The labor market requires not only formed competencies, but also soft skills from a University graduate. Independent educational activity of the student allows him to form independence and self-management of educational activities, which ensures further professional and personal self-realization. In this article, we conducted an empirical and theoretical study to prove this hypothesis. The results show the need for independent study of the student.

Keywords

Skills – Labor market – Independent educational activity – Education – Modern specialist

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Introduction

In our dynamically changing reality, training a young specialist for the labor market is one of the main factors in the development of modern society and economy. Educational institutions of various levels of primary, secondary and higher education have an important task of training such a specialist who meets all the necessary requirements of the employer.

Modern education today is considered as an investment platform for the economic growth of the state. The most important component of education is the student's independent academic work. The problem of independent learning has become particularly acute in our days with the announcement of the COVID-19 pandemic. However, despite the remote training format, the labor market has different requirements for employees. Along with professional competencies, a whole set of soft skills is also needed, and employers are increasingly paying attention to them. These are social and communicative, cognitive skills, information, and personal qualities.¹

We believe that communication skills are interpersonal skills, group work, leadership, social intelligence, responsibility, and communication ethics. Cognitive skills are critical thinking, problem-solving skills, progressive (innovative) thinking, mental work regulation, and self-learning skills. We interpret information skills as knowledge, skills and personal qualities, time management ability, and emotional intelligence, honesty, optimism, flexibility, creativity, and motivation.²

All new and new requirements in the organization of the educational process are imposed for the modern labor market to the system of higher professional education. The labor market requires students to focus not only on industrial enterprises, but also on business.³ Students have more and more opportunities to be flexible in their choice of subjects. There are wide opportunities for retraining of professional and educational level in the form of short-term training in institutions of higher professional education, along with full-time, correspondence and distance learning.⁴

Under the conditions of the COVID-19 quarantine, introduced in our country since March and continuing to the present day, the educational process is focused on the student's independent educational activities in all educational institutions, including institutions of higher professional education. Teachers upload educational materials on the subjects taught in the "cloud" for independent study by students at the theoretical level. Seminars, practical and laboratory work are the consolidation of educational material in

¹ M. V. Korotkaya and E. D. Popova, "Development of soft skills in a University student through work with schoolchildren", Higher school 12-1 (2016): 54-55 y A. Yu. Petrov and A. V. Makharoblidze, Soft skills of a modern Manager: team building and leadership skills (Yekaterinburg: Ural University press, 2017).

² L. K. Raitskaya and E. V. Tikhonova, "Soft skills in the representation of teachers and students of Russian universities in the context of world experience. Bulletin of the Peoples' Friendship University of Russia", Series: Psychology and pedagogy Vol: 15 num 3 (2018): 350-363. doi:10.22363/2313-1683-2018-15-3-350-363.

³ T. A. Yarkova and I. I. Cherkasova, "Formation of flexible skills of students in the conditions of implementation of the professional standard of the teacher". Bulletin of the Tyumen state University. Humanitarian research, Humanities Vol: 2 num 4 (2016): 222-234.

⁴ M. V. Klarin, Innovative models of training (Moscow: Luch, 2016) y S. S. Neustroev and A. V. Simonov, "Innovative directions of e-learning development", Man and education num 3 (2015): 9-15.

practice, which take place as a pure formality. Although in fact, it is not possible to perform such work independently.

The purpose of this article is to justify the relevance and possibility of independent learning activities of the student in the learning process. The article considers two main problems for achieving the goal:

- 1) Identification of students and teachers ' understanding and relevance of independent learning activities based on a questionnaire survey;
- 2) Definition of theoretical and methodological bases of independent educational activity of students.

Methods

A survey of participants of the educational process was conducted in identifying the students and teachers understanding and relevance of self-training activities; a questionnaire survey revealed the following points:

- the concept of educational work among students,
- the ability and preference to study new academic material
- ability to manage and plan their learning (goals, efficient use of time) required for self-study training material,
- the desire to learn about other people's experiences and their concepts in relation to various educational and cognitive strategies,
- ability to successfully and independently analyze the material being studied.

95 students from various courses and 18 teachers of Tyumen Industrial University, a branch in Nizhnevartovsk took part in the survey. The survey was remote and voluntary. The research goals were explained to students and teachers before the survey.

Teachers were interviewed orally in the form of a discussion, in a remote format. The survey allowed us to draw conclusions concerning the role of the teacher in organizing independent educational work of students, the possibility and feasibility of such activities in the learning process, the methods used to develop students ' independence, the formation of competencies.

The analysis of Russian and foreign psychological and pedagogical literature, as well as the analysis of articles indexed in the database Scopus and Web of Science, were made to determine the theoretical and methodological foundations of independent educational activities of students. Scientific sources were selected on the basis of conceptual provisions that can be considered as a theoretical and methodological basis for independent educational activities of students in professional education.

Results

Based on the results of the survey, 80% of student respondents perceive remote independent educational activity as an independent (without the presence of a teacher) study of educational materials. Students regard independent work as extracurricular, consisting of homework, writing essays, etc. The rest, 20% of the respondents, consider such work as self-education outside the university. 35% of students think that they can plan their time and they like to learn new material on their own.

50% of students understood the concept of educational strategy; 50% of students had no idea about this; 30% are aware of the need to study new material and its application in training, 70% of students did not have an interest in learning, did not have patience, time and motivation; 35% did not have an adequate mentor; 10% had everything necessary for an effective learning process, 55% would like to have the appropriate skills and strategies for independent learning activities; 35% knew their learning style, that is, how they perceive and absorb information. The teaching staff (95%) regarded independent study activities as homework prepared by students, extracurricular activities, and work on projects. 75% of teachers relied mainly on textbooks and curricula in their work. 80% believe that the teacher should convey to the student the need for self-education throughout his life. All survey data are summarized in a table, graphs are plotted.

No	Identification of understanding and relevance of independent educational activities	Survey Results in%
1	Learning material without a teacher	80
2	Extracurricular self-education	20
3	Like self-education	35
4	Understood the concept of educational strategy	50
5	Aware of the need to study new material	30
6	No interest in learning, no patience, time, motivation	70
7	Have everything you need for training	10
8	Wanted to have skills and strategies in learning	55
9	Know your learning style	35

Table 1

Identification of students understanding and relevance of independent learning activities

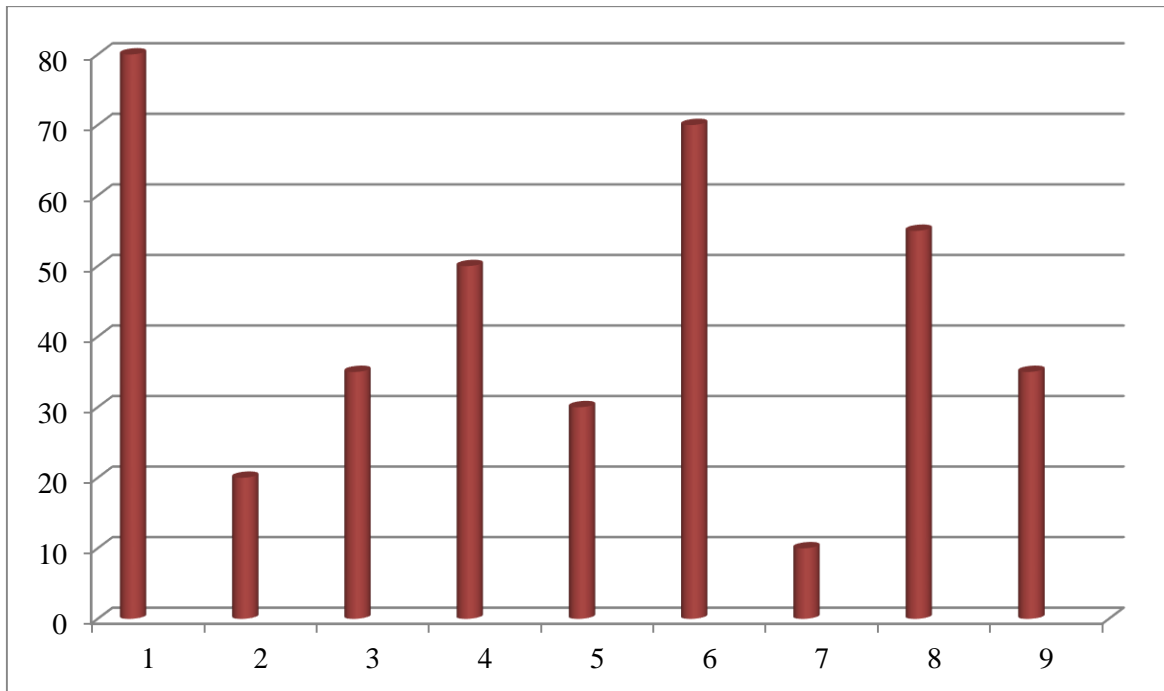


Figure 1

Identification of understanding and relevance of independent learning activities among students

No	Identification of understanding and relevance of independent learning activities	Survey Results in%
1	In the form of homework, work on projects	95
2	Learning the program from textbooks	75
3	The need to "bring" the material to the student	80

Table 2
Identification of the understanding and relevance of independent teaching activities among teachers

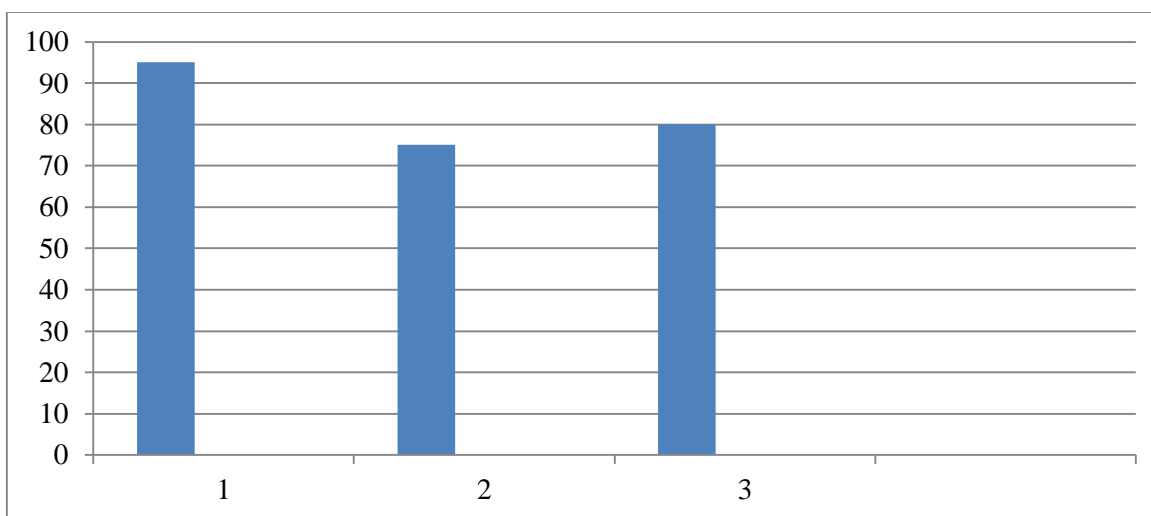


Figure 2
Identification of the understanding and relevance of independent learning activities among teachers

Thus, as a result of the survey and personal discussion of data, we have identified weak points in the organization of the educational process in relation to independent work in remote mode:

- from the point of view of students: low motivation, inability to plan and learn independently, insufficient self-analysis and self-esteem, inability to determine their strengths and weaknesses, inadequate approach to their self-education;
- from the point of view of teaching staff: unwillingness to deal with the lack of self-discipline students, lack of awareness of the differences between independent learning activities, lack of individual approach to the organization of the learning process, ignorance of the methods of formation and implementation for self-educational activity of the student.

The analysis of pedagogical literature, as well as scientific articles, allowed us to determine the importance of independent educational activity of a student in higher professional education and its difference from such concepts as self-education, self-learning, self-government.⁵ The concept of the activity approach in education is an ambiguous problem, and in our opinion is interpreted as a way of interaction between the individual and society, which is expressed in the dynamic development of the individual. You must first change (improve) yourself to change the world for the better. Educational activity is a process associated with obtaining new knowledge, mastering the theory, acquiring skills and abilities, as well as the ability to apply them in practice.

⁵ A. G. Maklakov, "General psychology (SPb: Peter, 2007).

The development of educational activities is understood as the development of independent and creative learning skills⁶. Intellectual and moral development of the individual should be the result of educational activities in General. T. V. Gabay, Professor of psychology at Moscow state University, writes: "Training activities are joint activities in which one of the participants acquires experience (the main component), and the other creates favorable conditions for it, i.e. all preparatory components of training"⁷. Educational activity as a type of activity has the same structure: personality, subject, motivation, goal, action and product. We understand as the subject of training the current level of knowledge available to the student at the moment, while the product of training is expressed as a result, thanks to the acquisition of a new social experience.

We mean by self-education independent education, that is, self-education and self-education based on personal interests. Self-learning, which is an integral part of self-education, is an individually organized learning process outside the classroom. "Independence" is the ability of a person to develop their own approach and strategy of action, to exercise intermediate and final self-control, to go to clearly set goals. An important place in the development of learning ability is self-improvement. We believe that self-improvement can be equated with the ability to learn, since it is based on certain components that are necessary both for managing one's own learning activities when performing certain educational tasks, and for developing oneself, while the self-improvement of an individual depends on the number of educational skills⁸.

The self, suggests that before us the person is both subject and object of activity. A. M. Novikov, Academician, the Professor considers "self-teaching (self-education)" purposeful learning activity, which is managed by the man himself.⁹ S. A. Dneprov, Professor RSVPU, self-study interprets as the deliberate, systematic, independent and Autonomous activities aimed at the assimilation of knowledge and skills.¹⁰

Self-government is a complex process of development, improvement and correction of the individual, which includes the following: self-analysis and identification of negative qualities as contradictory and negative manifestations that need to be overcome; clearly defined goals and development of a self-government program. The concepts of self-directed and Autonomous learning activities are described in articles by foreign authors G. Dohmem, W. Littlewood; they defined "self-directed learning" as "a process in which a person takes the initiative, makes decisions on their own learning."¹¹ A person makes their choice depending on the purpose of training and their needs, sometimes material

⁶ I. A. Pogrebnaya and S. V. Mikhailova "Organization of independent work as a way to implement the educational process in the preparation of future bachelors", *The world of science, culture, education. International scientific journal*, num 1 Vol: 74 (2019): 103-105.

⁷ T. V. Gabay, *Pedagogical psychology* (Moscow: Publishing center Academy, 2008).

⁸ I. A. Pogrebnaya, *Stimulating the growth of the need for professional self-improvement in students of secondary special educational institutions*, Dissertation for the degree of candidate of pedagogical Sciences (Nizhnevartovsk: Nizhnevartovsk State University, 2003).

⁹ A. M. Novikov, *Post-industrial education: A Nonfiction polemical monograph* (Moscow: Egves Publishing house, 2008).

¹⁰ S. A. Dneprov, *Pedagogical consciousness: theory and technology of formation of future teachers*, Ural state pedagogical University, (Yekaterinburg: Scientific-pedagogical center "Unikum", 1998).

¹¹ G. Dohmem, *Selbstgesteuertes Lernen, Dokumentationen zum KAW-Kongress vom 4bis 6-November 1998 in Königswinter* (Bonn: 1999) y W. Littlewood, *Communicative Language Teaching* (Cambridge: Cambridge University Press, 1995).

resources, personal qualities. Also, the student himself decides what path of learning he needs to choose". F. Weinert, a German scientist, went further and defined self-government theory as a theory in which the student has a significant influence on the learning situation.¹² G. Dohmen points out that self-government will be accompanied by support organized by the educator, that the self-organizing side of training and training are organized by a third party, they do not exclude, but complement and optimize the learning process. According to the approaches of representatives of modern foreign schools, independent learning of any activity, in this case we are considering educational activities, largely depends on the student himself, namely, on his abilities, his internal potential, on his ability to rationally organize his personal time, on his self-control. In the process of training, a mentor or consultant is assigned an equally responsible role. In higher education, this work is assigned to the teaching staff.

The analysis of various approaches of world-class scientists and researchers on the issues we are considering, on the understanding and essence of independent educational activities, as well as using personal experience of teaching in conditions of forced quarantine during the COVID-19 pandemic, allowed us to conclude the following: independent educational activity of a student in higher professional education is a symbiosis of individual qualities of a person. To successfully master the educational material independently, it is necessary to display such abilities that are directly related to responsibility, conscious choice, self-regulation in the educational process.¹³

Conclusion

Thus, summarizing the research on the relevance and opportunities of self-educational activity of the student in the learning process, we concluded the following:

1. According to the results of the survey, the students difficult to learn in a self-paced learning activities due to low motivation, inability to plan their activities, ignorance of the concept of strategy in education, lack of interest in learning, patience, the inability of time management.
2. as a result of the survey of personal data, it is difficult for teachers to develop the ability to independently study, since there is no educational and methodological support. A striking example was the worldwide education in the context of the COVID-19 pandemic. The use of traditional methods and forms of teaching in the educational process, direct communication between the teacher and the student, participation of the teacher as a mentor, consultant – the best conditions for the implementation of independent learning activities of the student in the learning process.

Independent educational activity of a student in a higher professional educational institution is a symbiosis of individual personality qualities. To successfully master the educational material independently, it is necessary to display such abilities that are directly related to responsibility, conscious choice, self-regulation in the educational process.

¹² F. Weinert, "Selbstgesteuertes Lernen als Voraussetzung, Methode und Ziele des Unterrichts", In Unterrichtswissenschaft Vol: 10 num 2. (1982).

¹³ I. A. Pogrebnaya; S. V. Mikhailova and L. A. Ibragimova, "Formation of readiness and motivation of students for independent work in higher technical educational institution", Amazonia Investiga Vol: 8 num 21 (2019): 483-490.

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